



The Juvenile Justice No Child Left Behind (NCLB) Collaboration Project

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Leadership Forum: Education in Corrections and Juvenile Justice

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Presentation Outline

- I. Project Overview**
- II. Juvenile Justice Education Systems**
- III. NCLB: Implementation & Impact**
- IV. Assessing the State of Juvenile Justice Education Post NCLB**
- V. Employing our Juvenile Justice Education Experiences to Adult Correctional Education**



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I – Project Overview

- **In 2005, FSU was awarded funding from Congress through OJJDP to establish the Juvenile Justice NCLB Collaboration Project**
- **In the first two years of operation the Project:**
 - ◆ **Completed telephone interviews with state agency representatives**
 - ◆ **Conducted two national surveys**
 - ◆ **Hosted two conferences of state administrators in juvenile justice education**
- **Currently,**
 - ◆ **Planning a third conference in April**
 - ◆ **Conducting site visits of states to determine where the field of juvenile justice education stands nationally**
 - ◆ **Planning regional conferences to review case study findings and recommendations for the national data clearinghouse**



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I Cont. – Survey and Conference Results

- Identified the administrative structure of juvenile justice education in each state and developed a typology
- Assessed the current level of NCLB implementation in the states
- Identified impediments states experienced when implementing NCLB
- Identified strategies states employed to overcome implementation impediments
- Assessed states' capacities to evaluate their juvenile justice schools and measure student outcomes



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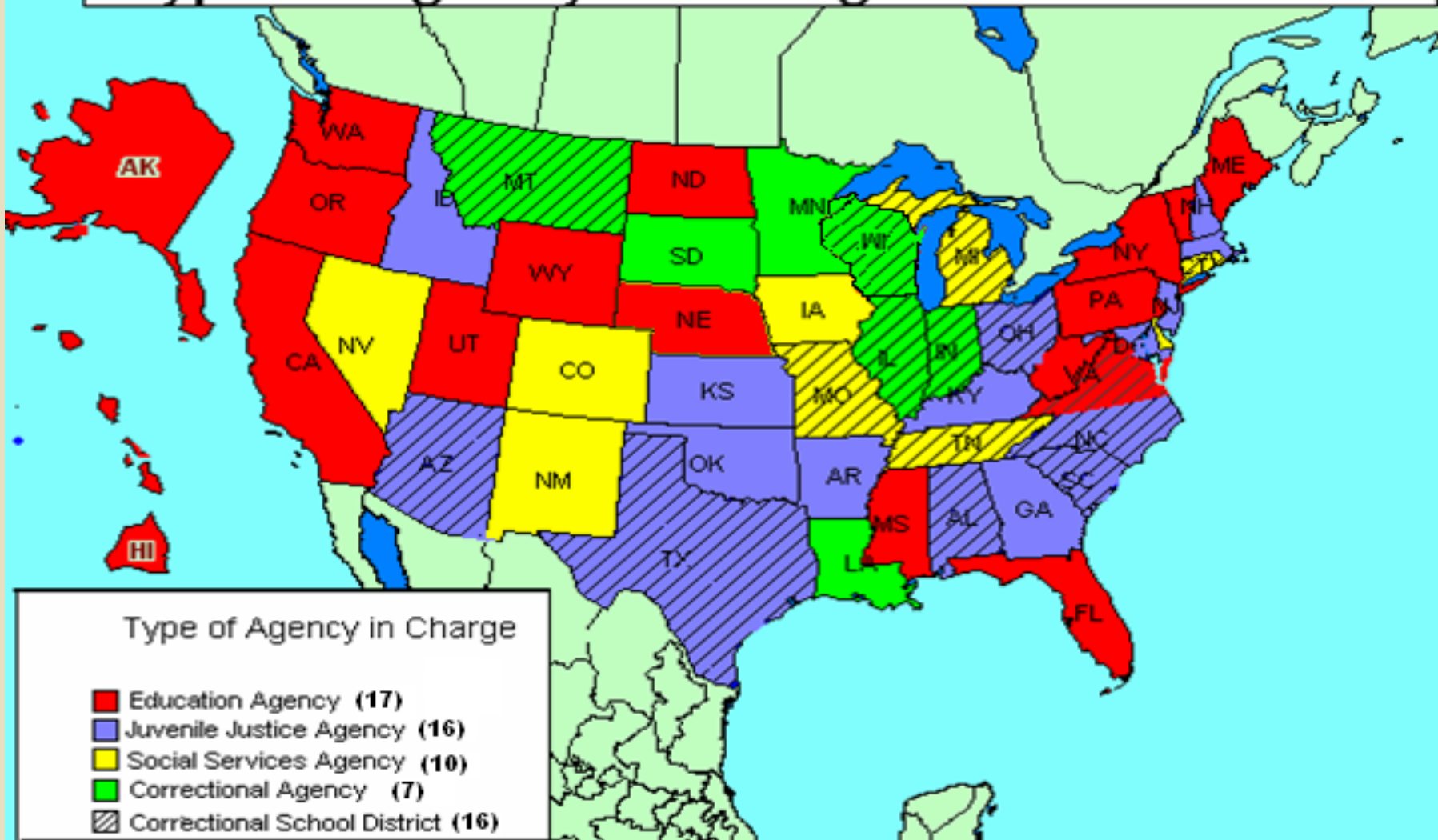
II – Juvenile Justice Education Systems



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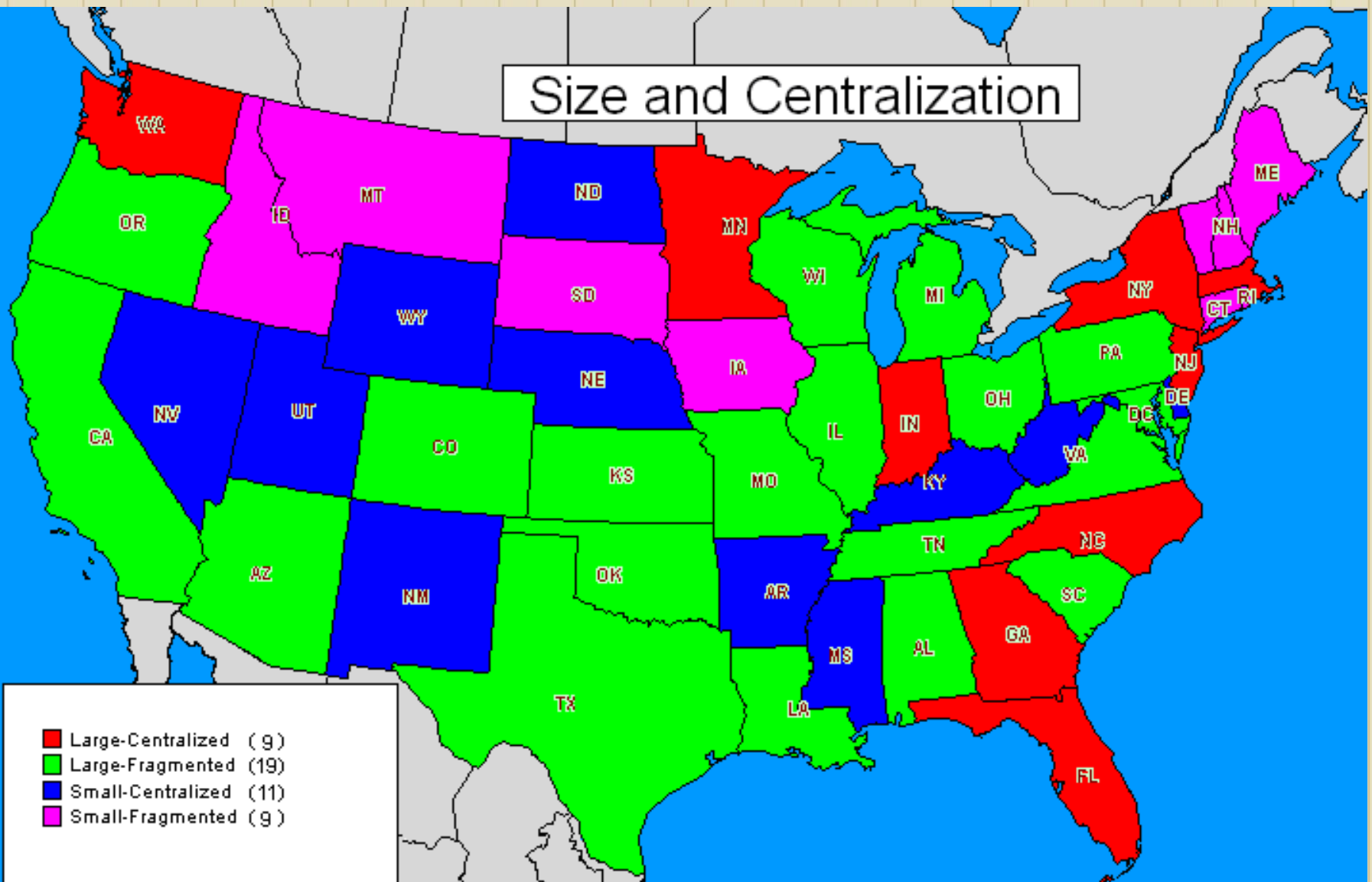
Type of Agency in Charge of JJ Education



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Size and Centralization



- Large-Centralized (9)
- Large-Fragmented (19)
- Small-Centralized (11)
- Small-Fragmented (9)



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II Cont.

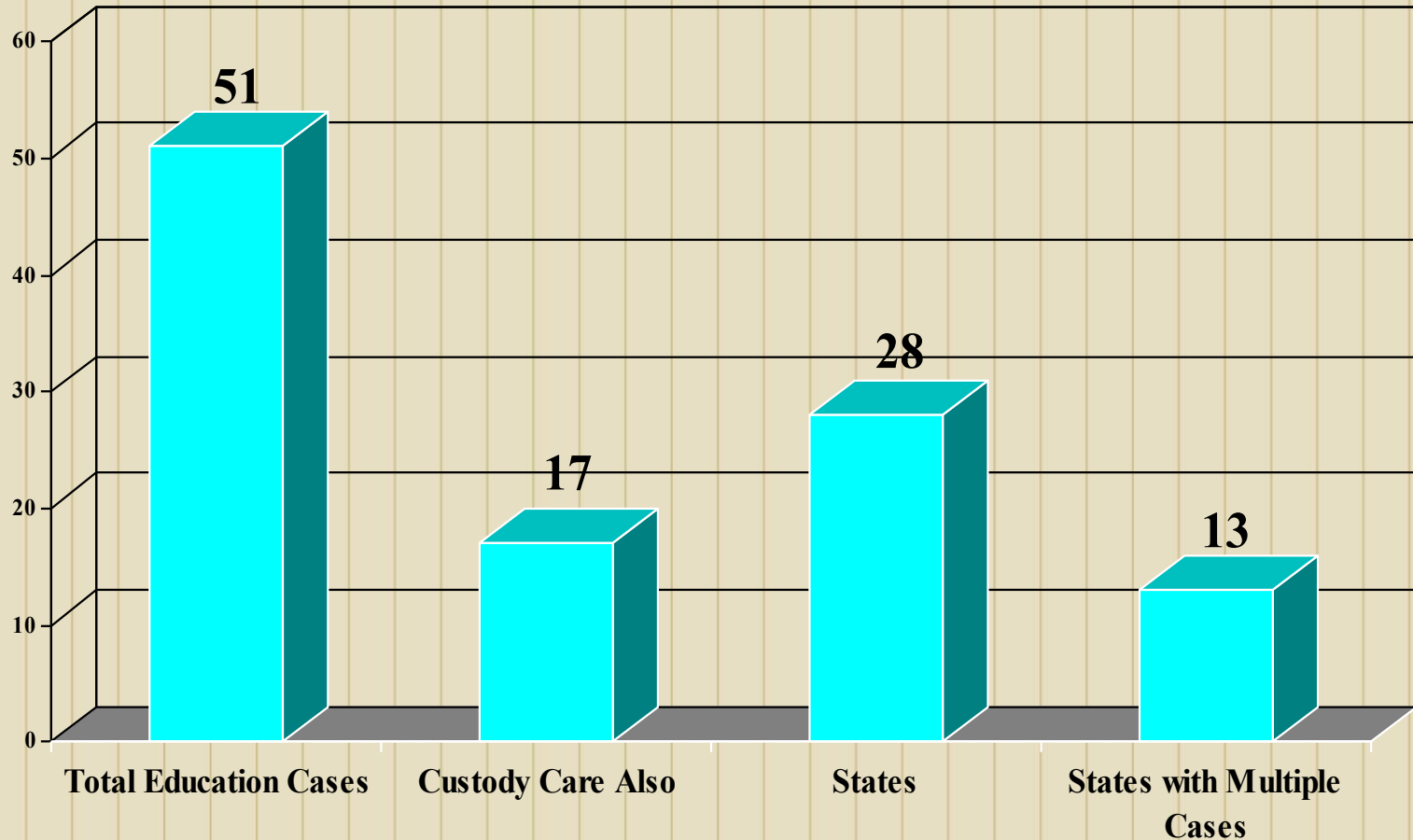
- These **various administrative structures** are important to understanding how policies such as NCLB are implemented in various settings
- This diversity mostly grew out of regional and local differences in how juvenile courts were implemented and local governance structures
- Also impacting how states operate their juvenile justice education systems has been **litigation**
- Contributing to these various administrative structures has been frequent litigation in juvenile justice education over the past 25 years (EDJJ, San Francisco Law Center, CRIPA investigations, Lexus Nexus)



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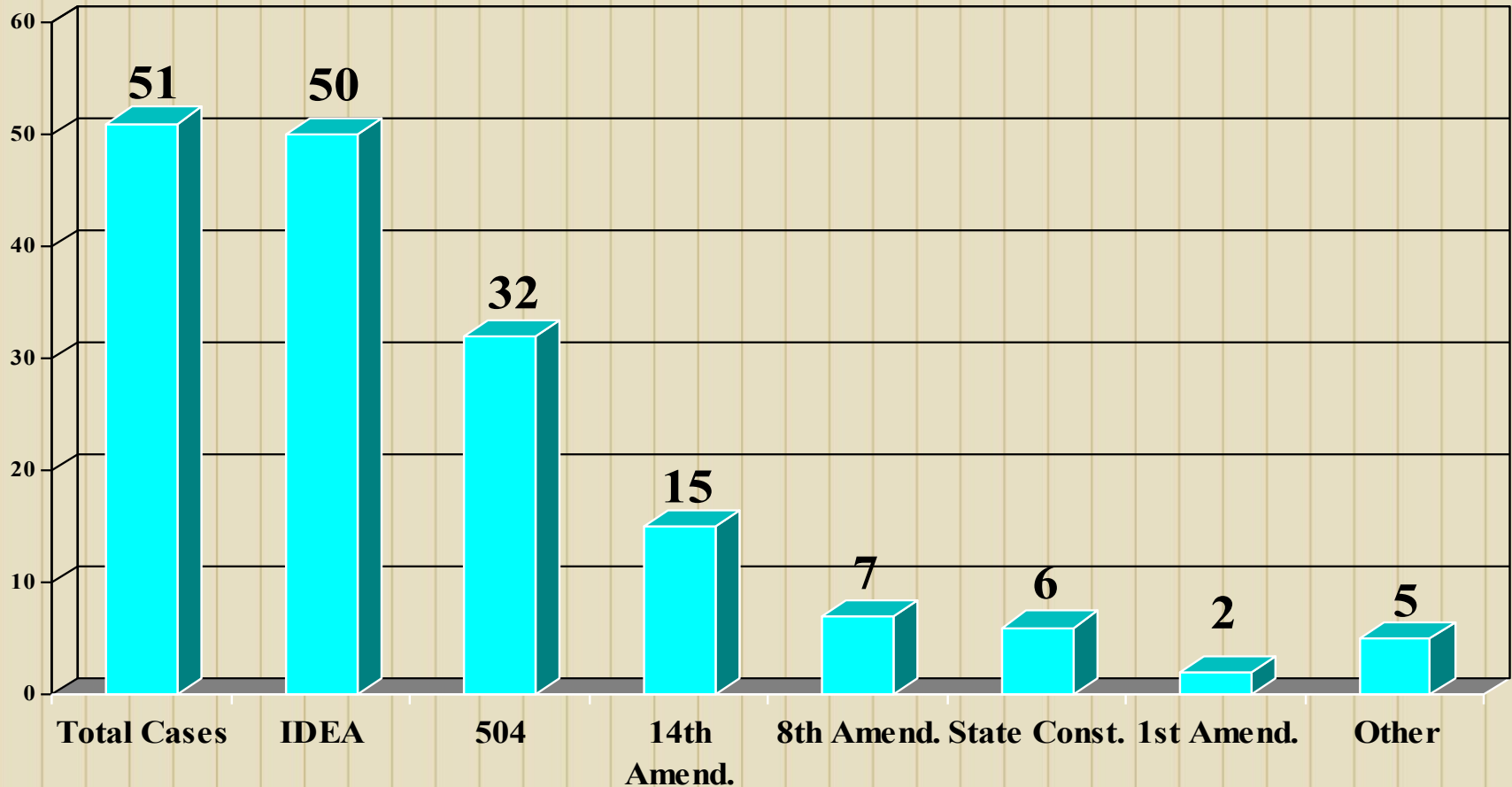
II Cont. – Lawsuits in Juvenile Justice Education – 1978 to Present



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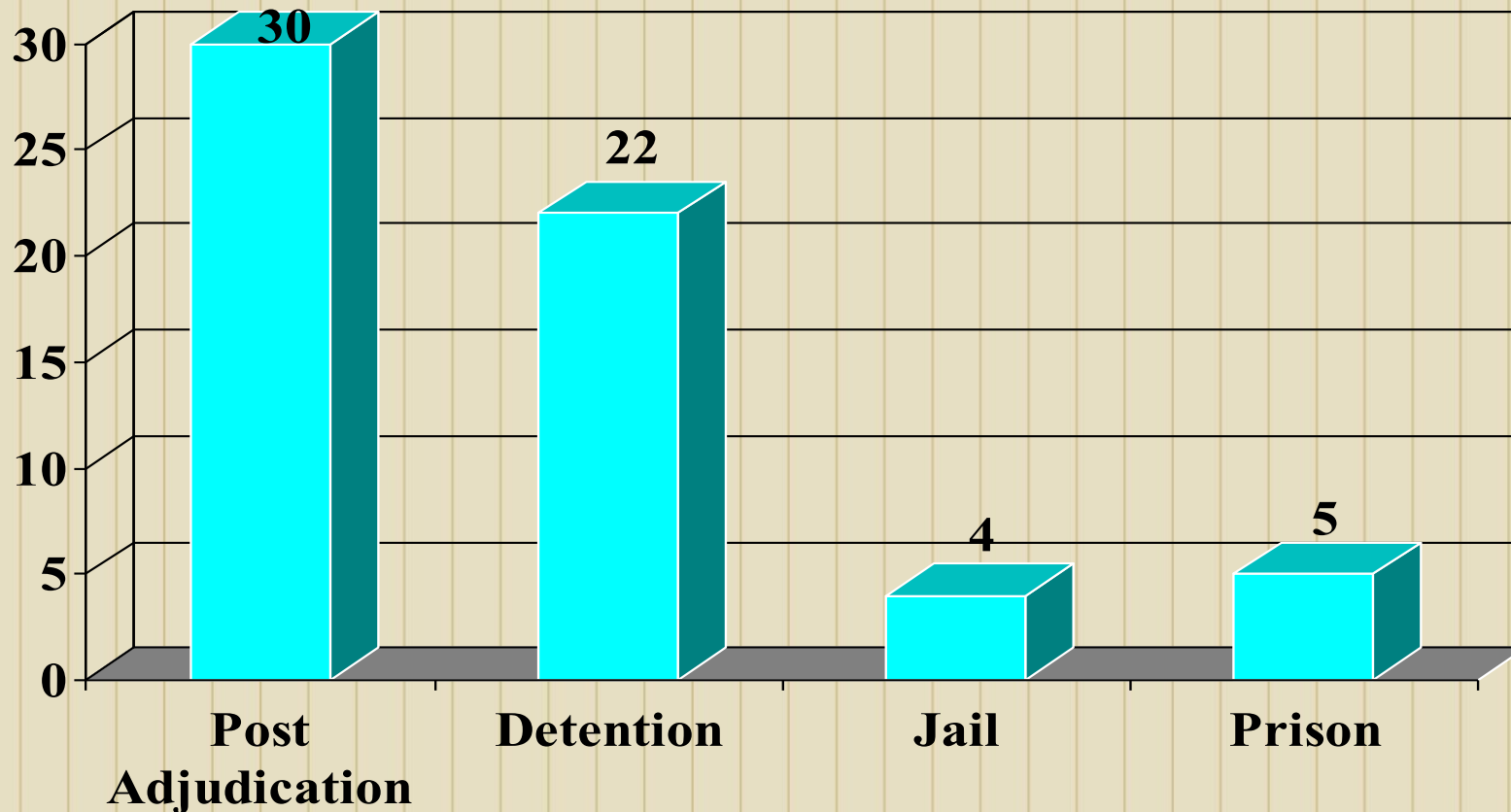
II Cont. – Areas of Federal Law Violations



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II Cont. – Type of Penal Institutions Cited for Violations



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II Cont. – Court Outcomes

- **Based on the identified 51 cases, the most common outcomes regarding juvenile justice education related lawsuits are**
 - ◆ **Settlement Agreements**
 - ◆ **Consent Decrees**
 - ◆ **Court Orders**
- **Often results in some form of administrative reorganization**



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III – NCLB: Implementation & Impact

- **NCLB's reforms focus on**
 - ◆ **Teacher Quality**
 - ◆ **Academic Gains**
 - ◆ **Post-Release Outcomes**
 - ◆ **Evaluation**



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III Cont. – NCLB Level of Implementation Survey Results

HIGHLY QUALIFIED TEACHERS (HQT)

- Only 12% reported that **all** of their facilities were **exempt** from meeting HQT requirements
- An additional 26% indicated that particular program types were exempt
- 70% of states reported that **more than half** of the classes taught in juvenile facilities were taught by HQT
- 54% of states reported that the number of highly qualified teachers **increased** from the previous year

TRANSITION SERVICES

- 33% of states reported significant progress from the previous year in providing transition services for students
- 51% reported making moderate progress



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III Cont. – NCLB Level of Implementation

ADEQUATE YEARLY PROGRESS (AYP)

- 55% of states **exempt all** facilities from AYP
- An additional 13% exempt particular facility types
- In lieu of AYP, most states collect various educational measures such as pre and post reading and math test scores

OVERALL PROGRESS

- States indicated that the most progress was made in the area recruiting and retaining **teachers**, followed by **interagency collaboration** and providing **transition** services
- The area which received the least attention was meeting NCLB requirements in **short-term facilities** or detention centers



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III Cont. – NCLB Level of Implementation

- Although many states and juvenile justice schools may be having difficulty in meeting some of the requirements of NCLB, most agree that the law provides this field with an **opportunity to improve the quality of services**
- NCLB has brought **attention** and **accountability** to juvenile justice education
- Many state administrators, although they may differ slightly with the actual accountability methods in NCLB, recognize that it provides them with a means to access **resources** and hold **programs accountable**
- Given the potential for NCLB to impact educational services for juvenile justice students, the Project's surveys and conferences have focused upon the policy's implementation impediments and strategies



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III Cont. – Impediments to Highly Qualified Teachers

- Teaching multiple subjects, levels, and sub fields
- State teacher **shortage** and competing with public schools to recruit teachers
- **Misperceptions** about the environment of juvenile justice facilities leads makes recruiting more difficult
- High turnover rates (some facilities are **training grounds** for new teachers who then leave to work in the public schools)
- **Misperceptions** and lack of training regarding juvenile justice systems
- Education funding is often based on periodic student head counts; population fluctuation in juvenile facilities effect funding and staffing



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III Cont. – Strategies for Recruiting and Retaining Highly Qualified Teachers

- Increasing awareness about teaching in juvenile justice
- Collaborating with local **colleges and universities** for early recruiting and teaching practicum
- Providing attractive **financial packages** such as full-year contracts, gas stipends or critical shortage bonuses for teaching in facilities
- Student loan forgiveness, tuition reimbursement, Title II teaching incentives
- Encouraging spec. ed. teachers to become certified in core academic areas
- **Transferring** teachers or students to facilities based on educational needs
- Eliminating self-contained spec. ed. classes
- Using one teacher for two subject areas or team teaching
- Using internet resources and **online** learning systems



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III Cont. – Impediments to Providing Effective Transition Services

- Lack of coordination among state and local agencies to provide services
- Lack of **cooperation** from local school districts when students are attempting to return to school
- Keeping them in school once they decide to return
- Public school officials often have a **negative attitude** to returning students

Short-Term Facilities

- Not enough time to identify student needs and provide services

Student Follow-up

- Large **case loads** in probation and aftercare
- Lack of tools to **track students** after release
- Large **distances** between facilities and students' home communities



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III Cont. – Strategies for Providing Transition Services

- Providing access to **post-secondary education** to students who already have a diploma or GED
- Identifying **local school district** transition specialists
- Develop **Memorandums of Understanding** with local schools or districts
- Educational training for probation officers
- Having an education liaison within probation/parole
- Temporarily placing students in alternative school settings after release
- Coordinating **job placement** services prior to release



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III Cont. – Impediments to Measuring Educational Outcomes and Program Evaluation

- Inaccurate and non-reporting of student information (**test scores**)
- **Linking** information and data together from various agencies and districts (lack of accessibility; incompatible data; confidentiality)
- Having **valid** and **reliable** testing measures for juvenile justice students (particularly for short term facilities)
- High student mobility
- The methods of **AYP** have been incompatible with temporary educational settings
- **Follow-up methods**, measures and time periods vary widely across the nation
- Overcoming these impediments is critical for having student performance data available when state and federal policy opportunities arise for funding, resources and emerging requirements



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III Cont. – Strategies for Measuring Educational Outcomes and Conducting Program Evaluation

- Most states are using pre and post testing in lieu of AYP; using computerized adaptive assessments
- Assigning state test scores to students' home schools while in detention
- Developing **data sharing task forces**, agreements or review boards across state and local agencies (Juv. Just., Educ., Labor, etc.)
- Establishing **unique student identifiers** that would be available to multiple state agencies
- Tracking education and employment outcomes through **probation/parole**
- Conducting student follow-up **surveys**
- **Contacting** schools, employers and youth at designated intervals



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III Cont. – Collaboration Strategies

- Most states have **Memorandums of Understanding** or **Interagency Agreements**
- Multi agency **task forces** for data sharing, transition services, accountability and monitoring
- **Partnerships** with universities and community colleges for evaluation, teacher recruitment, access to post-secondary education
- Funding an FTE from one agency that would reside in a partnering agency
- Serving on **governor** task forces
- Establishing an **advisory board** for education



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IV – Assessing the State of Juvenile Justice Education Post NCLB

- **The Project is committed to conducting research that improves the quality of educational services for juvenile justice involved youth**
- **Currently planning site visits to selected states with the purpose of:**
 1. **Evaluating and reporting on the national state of juvenile justice education post NCLB**
 2. **Assessing the implementation of NCLB and determining the impact that NCLB has had on student services and outcomes**
 3. **Determining the impact our project has had on NCLB's implementation**
 4. **Collecting information to begin the development of a National Data Clearinghouse for the field of juvenile justice education**



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IV – Cont.

- **Site selection is based on a stratified sample that considers states' administrative structure, size and geographic location**
- **Methods are primarily based on a review of state documents and interviews with key personnel**
- **Interviews are informed based on each state's prior survey responses**



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IV Cont. – Documents

Policies

- The primary state **statute(s)** governing juvenile justice education services.
- Interagency **agreements** between state agencies responsible for juvenile justice and education services.
- State **policies** regarding NCLB for juvenile justice education, including a list of exemptions or modifications to NCLB requirements as they relate to juvenile justice education.
- State **strategic plan** or documented initiatives in juvenile justice education.



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IV Cont. – Documents

Outcome Data

- List of student level measures used to determine the **academic gains** of youth during their involvement of the juvenile justice system
- List of community reintegration measures used to determine the **long-term outcomes** of youth after their release from juvenile justice facilities
- Most recent **annual report(s)** regarding juvenile justice education. These reports may have been provided to your state legislature, the department secretary, the federal government, or other reporting agencies.



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IV Cont. – Documents

Juvenile Justice Education Services

- Program monitoring and/or evaluation **instruments**
- Most recent **evaluation results** regarding juvenile justice education services
- Total annual **funding** and per pupil funding for education in juvenile justice facilities
- Number of juvenile justice education **teachers** and aggregate qualifications (i.e. rates of professional license/certification, rates of in-field teaching status by core subject area)



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IV Cont. – Interviews

- **State Juvenile Justice Education Administrator**
- **State Level Transition Specialist – knowledgeable regarding the transition services provided to juvenile students statewide**
- **Research/Data Manager – responsible for collecting and reporting juvenile justice student information**
- **Program Monitor/Evaluator – responsible for education services in the state’s juvenile institutions**
- **Personnel staffing specialist – if responsible for principal or teacher recruitment in the state’s juvenile justice education system**
- **State Title I, Part D coordinator (if applicable)**
- **Counterpart in cooperating agency (if applicable)**



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IV Cont. – Results

- **A confidential, state specific report that can be used for evaluation, administrative, and policy planning purposes**
- **State specific reports will be consolidated into a national report on the current state of juvenile justice education**
- **The national report will be available to all states and can be used for both state and national policy in juvenile justice education**
- **Information and data collected during the site visits can demonstrate the feasibility of establishing a national data warehouse for the field of juvenile justice education**



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V – Employing our Juvenile Justice Educational Experience and Data Clearinghouse with Adult Correctional Education

- As you learned this morning from Blomberg's plenary address – we would like to include adult correctional education in our national data clearinghouse
- A juvenile and adult correctional education could “empower” a level of collaboration that would have the capacity to move the field forward in a time where resources are becoming ever more scarce



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